



SCHOOL IMPROVEMENT PARTNER ANNUAL REPORT TO GOVERNORS 2010 - 2011

School:	Bromley Heath Infants		
Band:	1	Locality No.:	3
Name of School Improvement Partner:	Joy Donovan		
Date annual report presented to governing body:	13.06.2011		
Date of visit	Purpose of visit		
17.11.2010	Standards and Target setting		
17.11.2010	Head's Performance Management		
10.02.2011	Teaching and Learning; Every Child Matters		
23.06.2011	Leadership and Management		

1. Outcomes (including standards, achievement and ECM)

	School judgement	SIP comment
		The school has commented on the negative impact on Ofsted scores from one disgruntled parent. Judgments below reflect the Ofsted report.
Attainment	1	The school consistently achieves high attainment. Pupils enter the school with good levels in relation to their age and challenging activities ensure that this is maintained.
Progress	2	Progress is good throughout the school with pupils of all abilities being well supported and challenged.
Stay Safe	2	Pupils know how to stay safe and healthy. (Ofsted)
Be Healthy	2	They know about the benefits of exercise, rest, diet and the importance of drinking water regularly. (Ofsted)
Positive contribution	2	Pupils take responsibility for tasks around the school, including eco-warriors and school council.
Economic well-being	2	Pupils achieve well and have good skills of independence and cooperation. They attend school regularly and punctually.

2. Behaviour and safety

Pupils are well-behaved and enjoy their lessons –they are keen to share their learning and ideas. Any incidents of inappropriate behaviour are well managed.

Attendance is outstanding.

All safeguarding requirements are in place and there is a strong emphasis on ensuring the well being of all pupils..

3. Leadership and Management:

Leadership of the EYFS is judged outstanding by Ofsted. This is supported by the school and SIP judgments.

All aspects of Leadership and management of the school are judged to be good by Ofsted. The SIP view is that the SLT is strongly committed to excellence and that this vision is promoted and embraced by the rest of the school community. I would have considered an outstanding judgment for this aspect.

Governance is good but currently there are several new governors who are still learning their roles and responsibilities.

Self evaluation is accurate and based on systematic monitoring.

4. Teaching and learning:

The school reports that all lessons observed during the year have been at least good with some outstanding features. This was also the judgment made by Ofsted who commented on the challenge provided as an outstanding feature in many lessons.

Given the 100% good teaching, consistently good progress and outstanding attainment, the SIP view is that Teaching and Learning could even be judged outstanding.

The head and deputy described the comprehensive action taken to ensure that teaching remains consistently high.

5. What the school is particularly good at:

- The LA moderation team reported that the school has an exceptional range of evidence to support assessment judgments
- EYFS leadership –judged outstanding by Ofsted
- Attainment
- Teaching -100% good or better

Support is offered to colleagues as individuals and to other schools.

6. Progress towards identified priorities 2010-11

Maths: the focus on maths has been ongoing with particular emphasis on challenge and support for the more able girls. During the spring visit the SIP noted that girls reported feeling more confident as a result of weekly single sex lessons.

The school had prepared a report to summarise the maths development in general and this identified both impact and the next steps identified for next year.

Those achieving L2b+ is 7% lower than 2010 with those at L3 3% lower–this reflects the cohort. However the target for L3 has been exceeded (target 12% / actual 30%). Boys continue to outperform girls but girls are more confident in their learning.

There has also been very good progress in maths in EYFS.

Outdoor Learning: a training day has focussed on progress in outdoor learning. The outdoor area has been further enhanced and promotes active purposeful play. In the spring visit the SIP observed sessions in EYFS through outdoor learning and identified the good progress made in this development.

Staff are more confident in planning for learning outdoors.

During spring observations pupils were confident, independent learners and were engaged in purposeful play.

Good levels of attainment were observed in all areas of learning.

Good adult interactions ensure good progress is made.

APP Reading: this was introduced initially through Guided reading and Y1 has used APP for all reading. This will continue into Y2 next year. Reading Journals are kept to record Guided Reading.

Reading assessments will be accurate and APP will enable more focussed teaching through gap analysis.

7. Evaluation of external support 2010-11

- Support for L3 maths
- APP training
- Business Manager course/support

All these have been effective in supporting school improvement.

8. Key priorities for 2011-12

Priorities for 2011 -12

- APP writing
- Focussed work on spelling and handwriting

- Pupils` understanding of their own learning and ability to articulate it (Ofsted Key Issue)

9. Agreed Support Level 2011-12

The school falls into the “secure” band for support in all aspects.

10. Support required for 2011-12

Standards visit

Head`s performance management

2 days leadership support –possibly for a Raising Attainment Programme (RAP) and to support Teaching and Learning (spring)

3 curriculum days for literacy, maths and Assessment for Learning

11. Additional Comments

I am very pleased to be continuing as the School Improvement Adviser for the Autumn Terms.

Copies to: Headteacher, Chair of Governors, School Improvement Partner